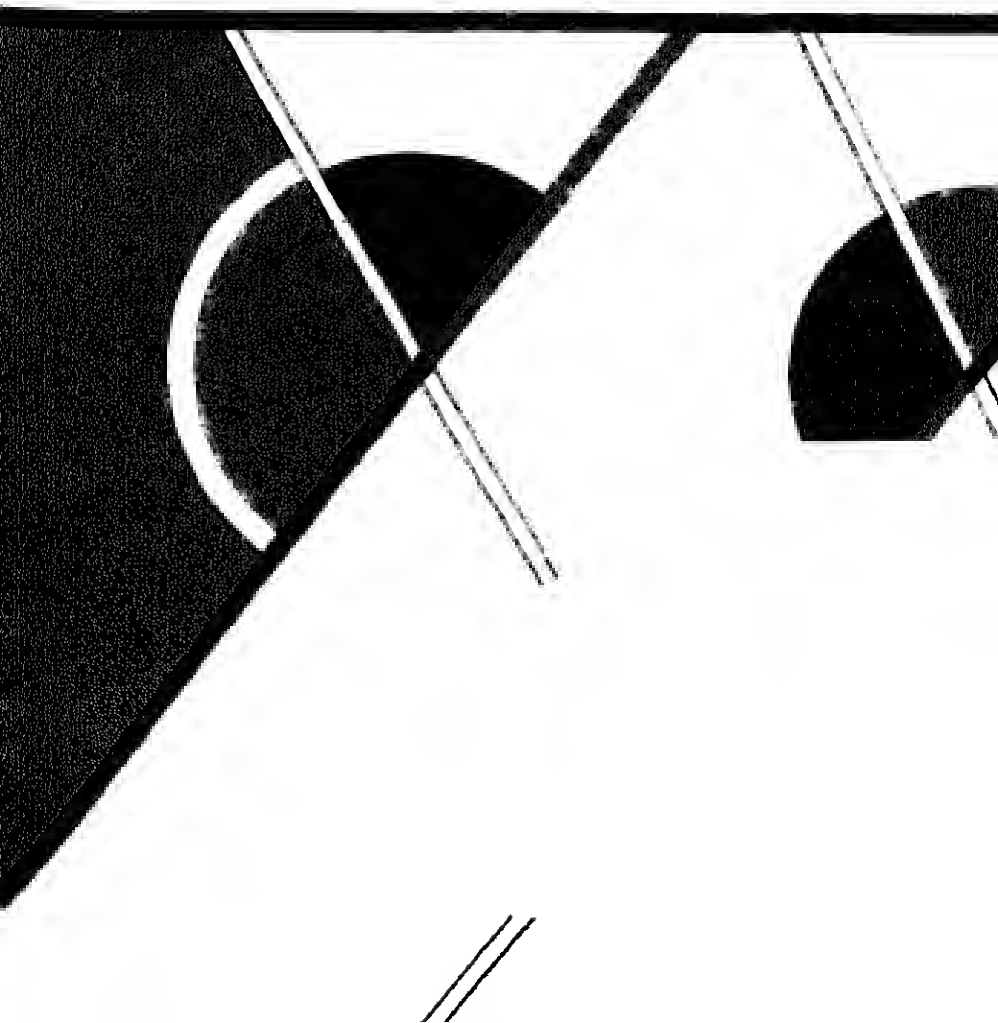


PARENTS AND SCHOOLS WORKING TOGETHER



music for this production was donated by Indian Records Press company. Albums from which selections were taken are:

Taos Pueblo Round Dance

Navajo Corn Grinding and Shoe Game Songs

Flute Songs of the Kiowa and Comanche

Stomp Dance (Muskogee, Seminole, Yuchi)

The Badland Singers (Assiniboine-Sioux Grass Dance)

Ashland Singers (Northern Cheyenne War Dance)

The producer gratefully acknowledges the help of Indian flou and the many Indian students, Indian parents, and parent committ instructors and staff who made this filmstrip possible.

This filmstrip/cassette is part of a set of technical assistance materials developed for the Office of Indian Education, United States Department of Education. The other two parts of the set are:

INDIAN EDUCATION ACT ENTITLEMENT PROGRAMS FOR PUBLIC SCHOOLS

This handbook is designed for both parent committee members and project directors. Major sections are: Parent Committee Election Meetings, and Bylaws; Needs Assessment, Project Design, Evaluation and Monitoring; Application Packet, Project Management; and Glossary. Sample forms are included.

INDIAN EDUCATION ACT--PART A REGULATIONS, General Provisions and LEA Entitlement

This handbook contains the new regulations in large type. A summary of major changes in the regulations is included and major changes are noted next to the appropriate section of the regulation. These new regulations were published in the Federal Register, May 21, 1980.

Albuquerque, New Mexico
for
Indian Education Training, Inc.
Albuquerque, New Mexico 87110

Script

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Dear Title IV Project Director and Parent Committee Chairperson:

The Office of Indian Education is pleased to send you this material and script. The fourteen minute filmstrip and audio cassette prepared to acquaint new or prospective parent committee members and staff with 186a programs. They were developed on the assumption that all groups should have a common understanding of their roles.

The material was prepared for us by Indian Education Training Center in cooperation with Master Media, both of Albuquerque, New Mexico. It was a result of site visits to selected districts and workshops held at Indian Education Regional Conferences in Anaheim and New Orleans.

We hope this will be useful to you.

Sincerely,

The Office of Indian Education

1. Insert cassette tape, side A, into monaural cassette player, adjust volume, then rewind. With stereo cassette player, choose left channel. Play tape first to see which channel is correct.
2. Insert filmstrip into projector, advance to "focus" frame, to first picture frame.
3. Start tape and manually advance filmstrip upon each (beep).
4. At end of program rewind tape and filmstrip before storing.

With Sound (Automatic) Filmstrip Projector

1. Insert cassette tape, side B, into built-in cassette player, adjust volume, then rewind tape to start position.
2. Insert filmstrip into projector, advance to "focus" frame, to first picture frame.
3. Start tape. Filmstrip will advance automatically.
4. At end of program rewind tape and filmstrip before storing.

ural painting project

ural painting project
, similar to above

ural painting project
, similar to above
d revealing faces of
structor and students

ural painting project
(end of series)

vo female adult Indians

ose-up of two Indian
ildren eating lunch

INSTRUCTOR: You guys are doing s
What I want you to do is put some of
red oxide on it, and before it dries
need to get some yellow and put s
streaks in it like it is right here. OK?
remember, don't go past this tape bec
we need to paint those a different c
there, OK? Add a little bit of water
these paints here. Just dip your brus
here, add a little bit of water to it
and we want to make . . . put a lot of p
. . . we don't want to have any w
showing at all . . .

NARRATOR: This arts and crafts cla
one of over a thousand locally run ed
tional activities funded under Title I
the Indian Education Act of 1972.

This class serves children with wi
varied backgrounds and with roots in m
parts of the United States. All of
participants are American Indians.

According to the Indian Education Ac
1972, "Indian" means any individual wh
a member of a tribe, band, or other or
ized group of Indians, including t
tribes, bands, or groups terminated s
1940 and those recognized by the stat
which they reside.

"Indian" also means a descendant, in
first or second degree, of an individual
described.

educational needs of Indian students. The program formerly was called "Local Education Agency Grants." It now is referred to as the "Indian Education Grants."

10 Tutor helping student

The money appropriated under the Indian Education Act is used to supplement existing educational programs rather than to replace existing educational programs.

11 Parent committee meeting

The supplementary educational programs are developed jointly by schools and by the parents of the children to be served. From this partnership, the "parent committee", a group of parents with special responsibilities.

12 Title: THE INDIAN EDUCATION ACT: PARENTS AND SCHOOLS WORKING TOGETHER

MUSIC BACKGROUND

13 Credit: Presented by
Office of Indian Education,
U.S. Dept. of Education

MUSIC BACKGROUND

14 Parent committee meeting

MUSIC DOWN AND UNDER
NARRATOR: The formation of a parent committee helps put local decisions in the hands of local people.

15 Parent committee meeting

The parent committee is elected by the people it represents. That is, the committee members are elected by Indian students, teachers and parents. Indian students, and Indian students.

16 Parent committee "audience"

The regulations stipulate that

graphic representing
overlapping terms of
members

graphic quoting "the
":

186a.40 Responsibility
of the local education
agency

... consult with and
involve the parent commit-
tee in all phases of the
project."

all office meeting

graphic depicting needs
assessment form, with
needs in process of being
checked

set-up of man stating
position at p.c. meeting

large public hearing

New regulations issued in 1980 allow
multi-year, overlapping terms so that
parent committees can maintain continuity
of operation.

The law clearly states that it is the responsibility of the local education agency
"consult with and involve the parent committee in all phases of the project."

The involvement of the parent committee begins at the time when the local education agency initiates a needs assessment to determine what the greatest areas of need are for their Indian students.

For example, at the beginning of the planning cycle in one school district, a needs assessment committee composed of parents and school personnel comes up with a list of 10 items which are identified as needs. The list is then presented to the parent committee for discussion.

QUOTE FROM INDIAN EDUCATOR:
they decide on the priorities and
really get into some big hassles.

NARRATOR: Members of the parent committee then discuss each item and rank it in terms of student needs.

NARRATOR: Once the areas of greatest need have been determined, a program

ification form

for funding, the parent committee must review it and approve it in writing.

staff interview scene

The parent committee also has a responsibility to advise the local education agency on policies and procedures relating to hiring of project staff.

structor working with
Indian students on arts
and crafts project

While the local education agency does actual hiring, the parent committee views the qualifications of applicants and makes recommendations for project staff.

structor working with
Indian students, similar
to above

Once the project is underway, the local education agency provides regular progress reports to the parent committee for review. Parent committee members make site visits to observe project activities directly.

parent committee meeting

Once each year, the local education agency must submit a formal evaluation report which shows how the Indian students are benefitting as a result of the project. Again, the regulations stipulate that the parent committee must have input into the evaluation.

sample evaluations

Often the results of the evaluation lead to modification of an existing project, or development of a totally new project.

Indian classroom with
many empty desks

For example, one metropolitan school district had a very high rate of absenteeism among its Indian students. It was assumed that students were skipping school because it was not interesting or attractive to them.

Indian cultural program;
r dancers performing
a school gymnasium

o Indian students at
t-drink machine during
ool hours

rent committee meeting

cial-worker aide talking
h parent at front
or of house

cial-worker aide with
dent on street

cial-worker aide talking
h younger student
street

de taking students
school

ian classroom with

The program series ran three years
included performance, demonstrations
lectures on many aspects of Indian culture.

These special programs were certainly
riching for many Indian students. But
evaluation revealed that they had
achieved their primary purpose. The
rate of absenteeism remained.

Based on this evaluation, school officials
and the parent committee worked together
to develop a different approach.

They set up their own school attendance
system by using social worker aides in
school district. The chief responsibility
the social worker aides is to find out who
not attending school regularly and what
reasons are. They work closely with
parents and with the students themselves.

QUOTE FROM INDIAN EDUCATOR:
the kids are out on the streets and no
knows where they are and they're out
run, that social-worker aide goes around
and around and tries to find them . . .

. . . (QUOTE CONTINUES) . . . And I
"Where is he? Where is the kid?" to
one social-worker aide . . .

. . . (QUOTE CONTINUES) . . . And finally
he finds the kid and shags him back to
school. Well, that's what we need, to
the kid to school.

NARRATOR: Recent evaluation of
program indicates that this new approach

highest concentration; the light-colored areas have the lowest. Nationwide there are about 1,000 Indian education projects funded and operating under Title IV, Section 186a.

Group of students with
"moon rocket"

They range from large projects in urban settings to very small rural ones. Larger projects may have the resources to support a fulltime project director. Smaller projects may use the part-time services of an administrator already within the school system.

Graphic depicting state
support and 10% entitlement
as stacked coins

The amount of money which a local education agency is entitled to receive under the law is based on the number of Indian students enrolled in its schools and the average per-pupil expenditure in that state. The actual entitlement grant is proportional to the congressional appropriation. Usually it is about 10 percent of the state per-pupil support.

Graphic depicting 10%
of \$2,000, or \$200, on
the form of a bar graph

For example, if the average per-pupil expenditure in a state were \$2,000, the supplemental Title IV Indian education appropriation would be about \$200 per pupil.

Graphic depicting 500
students \times \$200 = \$100,000;
formula is overlaid in
bar graph from #43

If there were 500 Indian students enrolled in a particular school district in that state, this district would receive a total supplemental appropriation of \$100,000 to be used in accordance with the needs assessment.

Adolescent female student
doing academic exercise

Some Title IV projects are academic, emphasizing reading, writing, mathematics,

Indian students visiting
cliff dwellings at a national
monument

Female Indian student
at cliff dwelling

Indian tutor with Indian
student

Another Indian tutor
reading with an Indian
student

Peer tutoring; small
group of female Indian
students reading together

Indian high school student
learning film-making
techniques

Student talking with
professional person in
the community

off-campus events.

In another school district, project funds are
used for a cultural history program. Indian
students take field trips to places where
their ancestors played important roles.

Such activities give the students a new
understanding--and a pride--in their heri-
itage.

Many projects, both large and small, place
major emphasis on improving basic aca-
demic skills. For the most part they use
Indian tutors.

QUOTE FROM INDIAN EDUCATOR: "We
provide reading and math assistants who
are Indian, and who we send through
tutoring program. Then they know how
to do this and they help the kids. And we
are getting immense returns from that . . .

NARRATOR: Some schools are using peer
tutoring to help students learn to read.
The program has the additional benefit of
being a career-preparation exercise for
older students.

Another school district uses some of
Title IV funds to operate an enrichment
program for talented Indian students.

These students are given special recog-
nition for their high achievements. They
also make personal contacts with profes-
sional people in the community to get help
in developing their future careers.

individual needs assess-
ment -Part 2: teacher
checking over test
with student

LET FRAME:
t - Eskimo drawings
h numbers 1-5
ht - close-up of an
t:imo student

chool official explaining
get to parent commit-

parent committee member
ing questions of school
officials (in Navajo)

resident of parent com-
tee translating the
statement of the Navajo
parent

parent committee potluck
ner

The whole concept of the Indian Edu-
Act is to have programs evolve in resp
to the local assessment of local needs.

The new regulations for Title IV
parent committees and local educ
agencies the option of "multi-year"
ning, rather than being limited to the
year planning cycle previously in ef
This means that a program could be
veloped in phases, over a period of tw
three years.

If parent committee members are t
effective, they must understand how
local education system works. The
Title IV regulations state that the
education agency must provide trainin
the parent committee members.

Parent committee training sessions in
rural district are bilingual to allow
participation of non-English speaking
mittee members (Navajo parent spea
Navajo)

TRANSLATOR: He expressed the in-
tance of education. He thinks that wi
any kind of funding the education pro
will not progress, and that money is
only way to expand any kind of s
system. And this is a problem anyw
within the United States . . .

NARRATOR: One of the benefits to
ents serving on parent committees is
they, like their children, have an oppo
ity to learn and grow.

Indian male student writing

Close-up of Indian educator

and sequence, I
Close-up of parents meeting

and sequence II
Close-up of student working

and sequence III
Close-up of student working

and sequence IV
Community learning film-making techniques

Group of Indian students holding up award ribbons and cheering

We'll try to make the parent meetings, a learning process for all of us.

NARRATOR: The Indian Education Act offers great opportunities for Indian parents to affect the education of their children.

The Indian Education Act of 1972 grew out of a congressional report entitled "Indian Education: A National Tragedy, A National Challenge." The purpose of the Act is not to fix the blame for the tragedy, but to take up the challenge.

Parent committees across the land are taking up this challenge. They are working with local teachers and administrators to design programs that meet the real needs of Indian students.

In many programs, students are overcoming longstanding deficiencies in the basic skills of reading, writing, and mathematics.

Some students are resolving personal and social problems that have been holding back their education.

And some are aspiring to high achievement, both in the school world and in the adult world that will follow.

QUOTE FROM INDIAN EDUCATOR: When I tell the warriors all the time when I talk to them is, "I expect this of you and you can do it." So then when I talk to the kids I say, "Now this is going to be difficult but

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TRAINING, INC.
ALBUQUERQUE, NEW
MEXICO

END MUSIC

End Credit: produced
by MASTER MEDIA,
INC., ALBUQUERQUE,
NEW MEXICO

END MUSIC OUT